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ABSTRACT

The adequacy of current systems for preparation and training of early childhood teachers is considered. Although primary information sources provide no comprehensive data about early childhood teacher preparation programs, some features are known. A training profile of the work force was developed from data from the National Child Care Staffing Study. The Council for Early Childhood Professional Recognition obtained relevant data from the 1988 National Surveys of Child Development Associates. The Council also gathered some data directly from training systems, particularly postsecondary education institutions. Few conclusions about the adequacy of training systems to meet demand can be drawn from this information. There is some form of training in every state, and various forms of training have evolved and been accessed by caregivers employed in early childhood programs. This suggests that there may be a general framework for training. Whether the framework meets the demand depends upon whether demand is viewed from the perspective of the training required to get a job or from the perspective of the training needed to produce a truly qualified work force that exhibits the standards of the profession. Training system characteristics on which information is needed are charted. (RH)

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Carnegie Corporation of New York
November 7 and 8, 1990
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DELIVERY SYSTEMS: Adequacy question – would the current preparation and training systems be adequate to meet the demand for preparation and training if resources were plentiful? If not what is missing?

Currently the delivery of early childhood teacher preparation is very diverse and can only loosely be described as "systems". Data about them come from three primary sources:

1. From employers of child care personnel i.e. program operators, who have been asked, how do your staff acquire training?
2. From child care workers themselves, who have been asked what training have you acquired and where did it come from?
3. From training programs, who have been asked what training do you offer and how much of it do you actually do?

No comprehensive data from any of these sources presently exists. However, we do know a little. A training profile of the workforce was accessed through operating of child care programs by the National Child Care Staffing Study (1989). Among 1,309 classroom personnel at 227 child care centers:

12% had a bachelors degree or graduate degree in a field related to ECE
24% had at least one high school course in ECE
7% had ECE-related vocational training
19% had some college education related to ECE
38% had no ECE related training at all

The Council for Early Childhood Professional Recognition directly accessed workers in the 1988 National Survey of CDAs. Nearly forty percent of the 11,000 CDAs credentialed between 1985-1988 reported their training background:

19% had a college degree in child development or ECE (either AA, BA or graduate)
(another 8% had a college degree, but in another field)
51% had some college education
21% had a high school diploma
2% had some high school education

When asked where they received training, most identified combined sources:

27% through workshops in the community
46% through a local college
63% from a trainer at their center site
21% from an outside consultant
3% from other sources

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The Council also has gathered some data directly from training systems, specifically postsecondary education institutions (defined as academic, vocational and continuing professional education designed for students who have completed the requirements for a high school diploma or equivalent.) With the assistance of NAEYC, U.S. Department of Education Center for Education Statistics and Peterson's Guides to Two-year and Four Year Colleges, 1488 schools in the U.S, Guam, Puerto Rico and the Virgin Islands were identified as offering some form of early childhood education teacher preparation. A survey was mailed to each, seeking detailed information about programs offering entry level through 2 year degree preparation, with particular interest in CDA training. Slightly over 500 institutions responded:

401 schools reported offering 1 year certificates or 2 year associate degree programs. These schools reported a total enrollment of 40,000 students. The vast majority enroll between 15 - 100, with only 7 schools reporting enrollment over 400:

Central Arizona College	400
Orange Coast College (CA)	400
Glendale Community College (CA)	500
Pacific Oaks College Extension	3,000
Nova University (20 hr. preservice)	1,849
Resources for Child Caring Inc. (MN)	1,000
Rockland Community College (NY)	4,583

140 institutions offer CDA training
201 offer early childhood coursework structured around the CDA competency areas

Few conclusions can be drawn from this information about the adequacy of training systems to meet demand. Some form of training does exist in every state (perhaps even in every community) and various forms of training have evolved and been accessed by caregivers employed in early childhood programs. This suggests that there may be a general framework for training in existence; yet whether it meets the demand depends upon whether you view demand from the perspective of what training is demanded by the requirements to get a job in an early childhood program (in some places none at all), or whether you view demand from the perspective of what training is needed for achieving a truly qualified workforce according to the standards of the profession.

Suppose we assume for the moment that regardless of the way in which demand is conceptualized we would still want to know more about the yield of our current training system -- to capture a better profile of it as it exists now. To start, I would propose we need to be able to "fill in the boxes" on the following chart. I've taken a stab at categorizing the various "systems" for ECE preparation, and identified some of the major "types" of programs within each system. Getting this information within a community, or a state, and ultimately for the nation is an important challenge for the existing preparation and training delivery systems.

Training system	Type	How many programs	Enrollment/ graduates	Length of study	Cost
Formal college-based degree programs	advanced degree Baccalaureate Associate				
Formal college-based non-degree programs	CDA vocational/ occupational 1 year certificate				
Formal high school	vocational/ occupational				
Agency/organizational based	Resource & referral Licencing offices Other government branches Corporate				
Employer in-service	Headstart School districts For-profits				
Continuing professional education	Membership organizations Colleges				